

SCHOOL TEACHERS EXCHANGE PROGRAM STEP



(In cooperation with the Office of the Commissioner of Schools)

Checkpoint Charlie Foundation

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School Teacher Exchange PROGRAM

STEP

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THE SCHOOL TEACHER EXCHANGE PROGRAM (STEP)

GENERAL INFORMATION

STEP is the largest German-American teacher exchange program. Once started in 1986 / 1987 with seven Berlin educators to teach in Houston, TX, schools, it has expanded to include all of the 16 German states. From the beginning till today more than 1,200 teachers from Germany have enriched the lives of American students, as well as their own. The program is a true cultural exchange; the teachers join the staffs of public schools and become a part of the respective communities. Their lives (and their income) are no different from that of their American fellow teachers.

STEP is administered by the Checkpoint Charlie Foundation (CCF) and financed by the Berlin state government. The legal basis comes from formal agreements signed by the Commissioner of Schools in Berlin and the authorized partners in the US partner states. In Germany, the Checkpoint Charlie Foundation, in close cooperation with the Central Placement Office of the Federal Labor Agency, is responsible for the acquisition, information and pre-selection of German teachers interested in participation in the program.

Each year, the schools participating in the program or planning to participate report their needs to offices in each of the states. At the same time CCF calls for applications in Germany and prescreens the applying teachers. Only applicants, whom CCF considers outstanding, are admitted to compete for a US contract.

There are different ways to pass the final selection process in each state. Texas, for example, runs a Job Fair for superintendents, principals and personnel officers who get an opportunity to look at taped video interviews. To select teachers on a "first come – first served" basis, members of your recruiting staff (human resources) are welcome to participate in the annual job fair in Berlin (held in March).

While the teachers are in the United States, CCF and her American partners stay in contact with them and, thus, try to help them and their schools to overcome problems and misunderstandings. While CCF organizes a first orientation for the teachers prior to departure, additional pre-service and orientation efforts in the United States are necessary and need to be organized by the ISDs upon arrival.

In most cases the German teachers teach their subjects in English at the levels that they are certified for (Elementary / Middle School / High School). That can be anything from Science to Special Education and from Latin to Music. They can be part of an immersion program and teach in German. In return for the German teachers going to work in schools in the United States, CCF runs an Educational Enrichment Program (EEP), a sort of summer school in Berlin, usually held in June of each year. Participants are invited to come to Berlin and take part in a 2-week seminar on education, economy, politics, etc. Applicants must come from schools hiring German teachers.

CCF and her American partners set the frame for the hiring process, but signatures are exchanged between the school district and the individual teacher. The German teachers' pay depends on qualifications as well as years of experience, and comes from US school districts. CCF "translates" the qualification, so that STEP participants fit into US state pay scales.

German teachers are hired to teach for one year, extensions are possible up to a maximum of 3 years. Details, however, vary, and every new partner will have an equal opportunity to negotiate the Agreement to be signed.

RESPONSIBLE GERMAN AUTHORITIES

There are three German authorities responsible for the exchange:

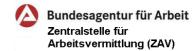
 Senatsverwaltung für Bildung, Jugend und Sport, Berlin (Ministry of Education, Berlin)



Checkpoint Charlie Stiftung
 (Checkpoint Charlie Foundation, Berlin)



3. Zentralstelle für Arbeitsvermittlung (Central Placement Office, Bonn)



Briefly, Checkpoint Charlie Foundation and the Central Placement Office as a part of the Federal Employment Office are the administrative backbones, primarily responsible for recruitment; the Ministry of Education, Berlin, represents the political backbone within the exchange.

The duties of these organizations can be outlined as follows:

- Management of the program, including:
 - pre-screening of the applicants to verify that those selected for an interview are qualified,
 - certification of their educational levels,
- time scheduling,
- job fair in Germany,
- facilitation of communication,
- planning and organization of the summer study program in Berlin.

American and German authorities' chief objective of the program – to promote and strengthen a friendly and cooperative partnership, which will be beneficial for both nations – has been achieved.

CCF feels that the program ought to be expanded to include more teachers and more states in the US. Interested educators and / or school districts should therefore contact the CCF office in Berlin.

Thank you for your interest!

October 2006

ADVANTAGES OF THE PROGRAM

STUDENTS

- need every opportunity available to expand their insight and understanding of the world
- are given a unique chance to broaden their first hand experience with other cultures
- are actively involved in fostering bilateral relations and serve as ambassadors of the US at the same time
- receive the privilege of being taught by highly qualified teachers of German descent
- will profit from different teaching methods

TEACHERS

- from both countries are able to enhance their teaching strategies to the benefit of the students
- increase the cultural diversity and understanding about each other's country through collaborative efforts to help students learn

SCHOOL DISTRICTS

- STEP offers school districts a unique resource to supplement and enrich their overall instructional program
- German teachers fill teaching positions in subjects such as mathematics, science, foreign languages and special education where districts are often in short supply
- will hire teachers with high teaching credentials for a 1-3 year period
- in exchange for each German teacher employed, one teacher or administrator of the district may take part in the Educational Enrichment Program (EEP) in Berlin

TIMELINE

October /November Information about the program is distributed to school districts

January 15 application deadline for German teachers to participate in the

program

February subject needs of districts are forwarded to Berlin by

school districts eager to hire a German teacher

March pre-screening and video interviews in Berlin (Germany) by German

authorities

Optional: Personal interviews by representatives of the Human

Resources Departments of participating ISDs

April (end) Video job fairs in partner states and / or school districts

April (mid) Deadline for districts to send names of U.S. participants for EEP

June Educational Enrichment Program (EEP) in Berlin and Wittenberg

(Germany) for American teachers, principals, supervisors etc.

July / August Orientation / In - service training for German teachers organized by

American school districts

August Beginning of school year in the U.S.

PRESCREENING AND HIRING GERMAN TEACHERS

PRE-SCREENING AND HIRING PROCESS

In the process of informing, interviewing, selecting and hiring suitable applicants three steps have proven to be successful in recent years. The first step is called "pre-screening".

- 1) Pre-screening focuses on the following:
 - the applicant's subjects, academic background and preferences, (all teachers must meet at least the requirements of a Master's degree)
 - teaching credentials and former experience abroad
 - additional teaching experiences.
- 2) The second phase in the selection process takes place during the "job fair" in Berlin in March. The German authorities interview each candidate personally for 30 minutes to find out about their attitude, personality and views concerning the issues of methodology, discipline and student performance. These interviews are in English to assure the applicant's fluency of language. A shorter second interview of all candidates that seem most suitable is videotaped for the U.S. job fairs.
- 3) Most of the teachers are hired at the U.S.-board "video job fairs" in April of each year which is the third step. The German authorities provide a video presentation of the interviews taped in March. In these 10-minute videos (per candidate) the prospective teachers are following an interview procedure that was agreed upon by German and American school officers. As the German liaisons are present during these video job fairs they are able to give additional information on each candidate. ISD representatives, in turn, bring a letter of intent or a contract to the job fair and select the candidates that seem most appropriate for their individual schools.

SAMPLE APPLICATION FORM

PAGE 1

Zentralstelle für Arbeitsvermittl Villemombler Straße 76 53123 Bonn	ung in Zusammer	Ju	er Senatsverwaltung ugend und Sport, Ber heckpoint Charlie Stil	lin und der	
(Bitt	Lehreraustausch Application/Bew te online oder mit Schreibmasch	erbung	s <u>füllen)</u>		
Name/Name	First name/Vorname	State/Bundesland		t Photo/	
Zip/PLZ City/Ort	Street and No./Straße und Nr.	Date of birth/Gebu	letzten	ld aus den 2 Jahren	
Phone/Telefon	email	Month/Day/Year			
Sex/Geschlecht:	o female/weiblich	o male/männlich			
Marital Status/Familienstand Nationality/Nationalität:	o German/Deutsch	o married/verheira o Other/Andere:	which/wel	che	
I have a "Green Card"/Ich bin in I have American Citizenship/Icl I have a Driver's License/Ich ha Fahrpraxis in Jahren:	h bin (auch) amerikanische/r Sta	aatsbürger/in:	oja/o oja/o oja/o —	nein	
Teaching Credentials, Grade I'm certified to teach grades/	(s)/Lehrbefähigung (Klassens Ich bin berechtigt, folgende K	tufen): lassenstufen zu ui	nterrichten:		
Grades/Klassenstufen o ES (Elementary School/Gru	indschule)	o 1-4 o 1-6			
o MS (Middle School/Grund-u		o 1-10 o 5-10			
 HS (High School/Gymnasiu 	m)	o 5-12			
Subjects/ Fächer: 1st Subject/ 1.Wahlfach	2 nd Subject/ 2.Wahlfach		rd Subject/ usätzliche Lehrbefähi	gung	PAGE 6
Teaching Experience/Berufse	erfahrung:				PAGE 2
1				Years of Tea	eaching Experience/Berufsjahre nach dem 1. Staatsexamen: aching Experience Abroad/Anzahl der Berufsjahre im Ausland: aching Experience/Berufsjahre nach dem 1. Staatsexamen:
				English/Engl French/Fran Spanish/Sps Additional la Weitere Fren Ich erkläre h und Löschu Auswahl- Vermittlungs diesen Zwei	nzösischanisch
				zu betrachte Signature/Ui Nur auszufü Titel o. Amts Besoldungs-	en

INTERVIEW / EVALUATION PAPERS OF PRE-SCREENING

PAGE 1

Interviewer: Date:	
Interviews 2004 – German Teachers for the U.S.	
Interviewee:	-
When did you finish your teacher's training or any other teacher's certification (month/year)?	
2) Which Federal State of Germany do you come from? Have you ever got a U.S. "Green Card" or are you American by birth?	
3) Talk about your upbringing, school, university, hobbies, et al.	
4) Have you ever been living/studying/working outside of Germany? Do you speak/understand any other foreign languages?	
5) Please identify your certification: 1-4 1-6 1-10 5-10 5-12 Special Ed others: Subjects:	PAGE 2
6) Tell us about your teaching experience:	11) How do you deal with parents? (communication? conferences? complaints?)
7) Which grades would you prefer to teach? Why?	12) Please, explain the term 'classroom management'? What is involved?
8) What is your current status concerning employment:	13) Please, describe your classroom! What does / would it look like?
Civil servant unemployed	14) How do you deal with low level students / variety of levels within a
o limited contract as teacher	class?
o other job o other applications	15) Why did you apply for this program?
9) Describe your own personality using three adjectives.	16) What difficulties do you anticipate going abroad? (daily life? – school-system? – language? – foreign culture?)
10) How are you going to handle student's misbehaviour? (What would you consider as misbehaviour?)	17) If I were an American superintendent – why should I hire you? What makes you so special?
	18) Do you have any personal ties?
	o Spouse o Children
	o Fiancé/e / boy or girl friend
	Evaluation:
	Region
	• urban
	small townrural
	Special request
	Drivers licence ; yes ; no Years of experience:
	Did you drive within the last year?
	Special suggestions:
	Proficiency of English: Outstanding very good good average unsatisfactory
	Personality: adjustable accepting criticism adaptable tolerant knowledgeable
	tough hard-working optimistic polite team worker
	caring nervous friendly patient energetic punctual communicative emotional creative cool sense of humour
	Dress code / general appearance:
	Ranking: 1 () 2 () 3 () 4 () Video j yes j no

INTERVIEW QUESTIONS FOR VIDEO

- 1. What's your name and where are you from?
- 2. Which grades and subjects are you certified to teach and how long have you been teaching for?
- 3. Which grades and subjects would you prefer?
- 4. How would your students or colleagues describe you?
- 5. Describe how you like to set up general classroom management and discipline in your classroom.
- 6. Describe your last teaching experiences (classes and subjects) and any additional teaching experiences (special education, working with computers, hands-on science, learning strategies, ...).
- 7. How do you give parents opportunities to be involved in their children's education?
- 8. Why do you want to work at an American school?
- 9. If I were an American principal why should I hire you?

The interviewer may add any questions that might help to explain the interviewee's special qualification for the exchange program or reveal a personal capacity for making decisions:

Examples:

- 1. How would you handle unruly/disobedient behaviour of a student or group?
- 2. What teaching strategies are successful for slow, advanced learners?
- 3. Why should any personnel officer consider your application? What is so special about you as a teacher and person that makes you stand out above all the other candidates?
- 4. Could you outline the teacher's training you went through, primarily, the so-called practical period at school?

Districts interested in hiring a German teacher can contact the Checkpoint Charlie Foundation if they desire further questions to be asked.

SAMPLE OF CERTIFICATION



SCHOOL TEACHERS EXCHANGE PROGRAM STEP



(In cooperation with the Office of the Commissioner of Schools)

Checkpoint Charlie Foundation

Wolfensteindamm 9 D-12165 Berlin Phone: (011 49 30) 844 90 60 Fax: (011 49 30) 844 90 620 Email: step@cc-stiftung.de

CREDENTIAL EVALUATION

As the official representative of the Ministry of Education of the Federal State of Berlin I hereby certify, after reviewing the application and supporting documents that

Mr. Andres Kurth is a certified middle and high school teacher for

Biology (grades 5-12), Geography (grades 5-12).

He has taught in the Federal Republic of Germany and meets the requirements for a master's degree and at least **3 years of experience**.

As far as his credential evaluation is concerned, I am authorized to verify that he

- holds the equivalent of a U. S. master's degree (1st State Exam)
- holds a valid teaching certificate for the Federal Republic of Germany (2nd State Exam)
- demonstrated subject matter competency by successful performance on a rigorous exam covering school curriculum (1st and 2nd State Exam)
- demonstrated subject matter competency through both, course work equivalent to 24 semester hours in the subject taught <u>and</u> successful performance on a rigorous content exam (1st and 2nd State Exam)

Mr. Andres Kurth has sufficient knowledge of English to meet functional job and societal standards.

He has no criminal convictions or history of behavioural concern.

Yours respectfully,

Philip Jahncke (STEP Director)

Senatsverwaltung für Bildung, Jugend und Sport (Berlin, Germany)

01 June 2006

REQUIREMENTS OF THE FEDERAL REPUBLIC OF GERMANY (STATE OF BERLIN) FOR AN M.A. IN EDUCATION (1ST STATE EXAM) & TEACHER CERTIFICATION (2ND STATE EXAM)

Number of credits required:

- 160 for all students, except those specialized in art or music
- 180 for students specialized in art or music

Required general courses for all students:

Educational sciences courses (20 credits)

Required number of credits in the primary area of specialization:

- For Biology, Chemistry, German, English, Geography, French, History, Greek, Computer Science, Italian, Latin, Math, Philosophy, Physics, Russian, Social Studies, Spanish or PE (80 credits)
- For Art and Music (100 or 140 credits if no secondary area of specialization is chosen)
- In both cases subject related teaching methods must be taken (8 credits)

Required number of credits on the secondary area of specialization:

- For Biology, Chemistry, German, English, Geography, French, History, Greek, Computer Science, Italian, Latin, Math, Philosophy, Physics, Russian, Social Studies, Spanish or PE (60 credits).
- Italian may not be taken as a second area of specialization in combination with Russian or Spanish as the primary area of specialization.
- In both cases subject related teaching methods must be taken (6 credits)

Required Internships:

- 2 x teaching internships, 1 x observation internship
- Internships can be done at once or in intervals
- The internships must cover 50 hours at a school, including a minimum of 12 hours of teaching/observing per week

First State Exam:

- Thesis paper
- Oral presentation
- Verbal examination
- Practical examination (for students specialized in music)

The exam will be graded accumulatively and taken in one block. For students specialized in art, music or educational sciences, the test may be taken in segments in some cases. Students who do not pass the first State Exam have one opportunity to repeat the exam before being dismissed from the university. The second attempt to pass the state exam must follow with 2 years of failing the exam.

Students who enter the teaching profession following the First State Exam may earn additional qualifications for teaching children with special needs or for teaching additional subjects. Such qualifications will be certified through additional exams.

Second State Exam:

Requirements:

- 24 months of teacher training at the type of school certified in the First State Exam (10 14 hours of teaching per week + course work)
- Written examination
- Test in applied teaching
- Verbal examination

Students who do not pass the Second State Exam may take the exam a second time one time. The exam must be retaken within six to 12 months of failing the first exam.

The completion of the Second State Exam is the equivalent of an M.A. in education and includes teacher certification. All teachers who complete this second state exam have undergone 2 rigorous state examinations (including verbal, written and practical testing) as well as have had extensive teaching experience.

RESPONSIBILITIES OF PROGRAM PARTICIPANTS

STATE AGENCY OF EDUCATION

Years of experience have shown, that it is very helpful if the state agency of education will take over the following responsibilities of the program:

- Appoint a liaison or organization to act as a proper authority in working together with the German officials.
- Secure the names of the prospective German teachers.
- o Verify their individual evaluations in regard to their academic background and assessment.
- Work together with USCIS to arrange visas for the German teachers.
- Collect the names of the American educators who are participating in the summer study program in Berlin.
- o Develop uniform procedures to assist the districts with record keeping and related matters.
- o Provide German authorities with information about the needed subject areas.
- Serve as a resource person for all exchange related matters.
- o Prepare and coordinate the video job fair in the state.
- o Organize a pre-service training for new German teachers.

GERMAN AUTHORITIES

- o pre-screen the suitable applicant's information
- conduct personal interviews
- o select candidates
- o organize job fairs in Berlin
- o set up time scheduling
- o provide video tapes for U.S. job fairs
- o administer certification of the educational levels
- handle the paperwork with German institutions
- conduct yearly visits to the participating districts, including mediation in case of conflict, advice and other supportive steps
- o reintegrate the German teachers into the German System upon their return to Germany
- o provide references and translations

EXCHANGE TEACHERS AS EMPLOYEES OF SCHOOL DISTRICT

The exchange teachers serve as full members of the district they teach in with the same duties and responsibilities their U.S.-colleagues who are "regular teachers" in the ISDs. They are not employed by a department of education, but, as any American teacher, by the Independent School Districts. Their salaries are based on the length of service and their academic background. All German teachers meet at least the requirements of a Master's Degree.

IMPORTANT DIFFERENCES

Due to a treaty between the United States and Germany, exchange teachers with a J-1 Visa are exempt from paying federal and state taxes for two years, if they continue to pay taxes in Germany.

Exchange teachers are entitled to a refund of their retirement deductions at the end of their stay. As J-1 Visa holders, they are exempt of F.I.C.A as a payroll deduction.

ORIENTATION FOR NEW TEACHERS

The responsible state agency and/or the employing school districts should provide an Orientation/Pre-service training of about 4 days for the new German teachers. It is essential that a foreign teacher receive necessary information concerning bureaucracy, daily life, cultural differences and the school system as soon as she/he arrives.

The following details may be regarded as a priority list. Experiences of the German teachers who have taught in the US and experiences of American school officials who have helped German teachers to adjust were considered:

1. Social Security Card

Should be applied for immediately, the German teacher should keep proof for practical reasons (utility companies, telephone applications, lease contracts, etc.)

Please, help them with the application process. They need the number for a lot of other urgent affairs (car; bank account; apartment):

2. American Driver's license

The German license is valid for a year, but a US license serves as ID and might be helpful for lower car insurance rates.

3. Tax exemption

German teachers are exempt from paying taxes in the USA due to the double taxation law between the United States and the Federal Republic of Germany.

4. Pav Checks

24-/12-/10-month option, date of first payment, possible advance wages payment

5. Income compensation insurance

Information should be given about the chances to protect income through an income compensation insurance.

6. Social Security

The teacher has to pay social security if the district is connected with it.

7. Teacher Retirement System

A German teacher may pay into the system, especially if certain insurance packages are part of the agreement. The money will be repaid with interest.

8. Health Insurance

Give detailed information about district's health plan and sick day regulations. Send this information to teacher (if possible) before she/he arrives.

9. Bank Account

Please contact the local manager and inform the German teachers about possibilities.

10. Car

List of second hand dealers or leasing possibilities should be made available, as well as a recommendation for car insurance.

11. Accommodations

For the first two days, Motel 6 or comparable motels should be suggested. In some districts EEP participants, buddy teachers or other colleagues could host the teachers for a few days. Offer help for:

- o renting an apartment, a condo or even a mobile home
- o leasing or buying furniture

.

12. Telephone and other utilities

13. School System

o IDS, role of Principal

o Daily routine

individual schedule, planning period, conference period, daily schedules, meetings after school, parent-teacher communication

o Paperwork:

progress reports, disciplinary notes, report cards, lesson plans, referrals to nurse, corridor pass

o Curricula and textbooks

o <u>Discipline management plans</u>

o Grading system:

six-week periods/ testing/ -70% rule/ report cards

o Teacher Appraisal System:

observations and evaluations in:

- § instructional strategies, classroom management and
- § organization, presentation of subject matter, learning environment, professional growth and responsibilities

o School calendar/ Holidays

o <u>Dress Code</u>

Teacher-Student Communication

Information about grading system, teacher-parent and teacher-student communication and health insurance should be stressed.

If possible, some provisions for early pay or an interest free loan is strongly recommended, as the teachers are far away from home and may not have access to sources of credit to help with initial expenses.

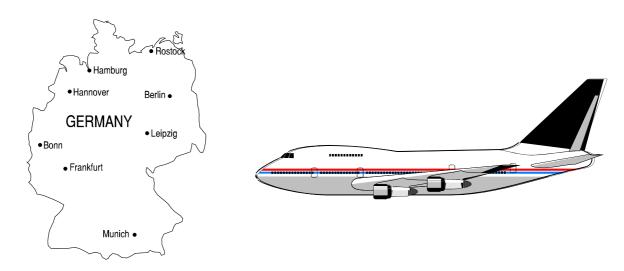
LIST OF DESIRED ACTIVITIES BY SCHOOL DISTRICTS

This is a list of desired activities to be undertaken by schools and school districts offering a contract to a German teacher. They are suggestions. The new teachers will feel more comfortable and will perform well, if they receive a little help and guidance from your side:

- 1. Visa issues will have been taken care of before their arrival, but the teachers will need a Social Security Card, a driver's license, a bank account, insurance, etc.
- Mail them information about the district, school and health insurance before they leave Germany. But keep in mind that surface mail takes 5-6 weeks, airmail 5-7 days. That could include pictures, the district's recruiting package, teacher and student handbooks, rules on sick leave days, etc.
- 3. Have someone meet the teacher at the airport. They will not have a car or an apartment. Show them a reasonable hotel or find someone they can stay with for a few days. Help them buy a car, find a place to live and get some (used) furniture and generally get settled.
- 4. Ask a faculty member to serve as a mentoring teacher.
- 5. Send someone to the summer study program (EEP) in Berlin. In turn, that teacher can learn about the cultural background of German teachers and meet the future staff members.
- 6. Provide training in classroom management, teacher-student communication, visits to other classrooms, etc. (Orientation)
- 7. Have someone sit in on the first parent conferences.
- 8. If at all possible, move one or two pay checks up. The teacher will have received their last pay in Germany around May or June. In addition, they will have had many expenses, such as closing down business at home, buying a transportation ticket, getting a car, coming up with all kinds of down payments on utilities, etc. In a normal school year, they will have to wait until late August before they get their first check. Some districts have therefore moved the last two checks up from May and distributed them in early August. Other districts provide an interest fee loan that will be deducted over the next 12 paychecks.
- 9. German teachers come from abroad. They will speak English, but it might not be fluent enough. It may also not be perfect enough to understand slang, colloquialisms, teenage language, etc.
- 10. Use the teacher not only as a qualified classroom instructor, but also as a resource person on a different culture within the schools or communities.

EDUCATIONAL ENRICHMENT PROGRAM (EEP)

Berlin-Germany



GENERAL INFORMATION

The "Educational Enrichment Program" is a specific program that offers exceptional insights into the German educational system. Participants will be taken to various school types, workshops and seminars, and will also take part in evening receptions with Berlin politicians and enjoy other social gatherings.

The government of Berlin pays for participant's instruction, food, lodging and transportation in Berlin. School districts or participants are responsible for their transportation to Germany.



For each German teacher the district employs, one teacher or administrator may be selected for this program in Germany. Participants gain an in-depth knowledge of the German educational system and vocational training.

The participants in the EEP may serve as "buddy teachers" for the new German teachers arriving in the districts in July and August of the same year.

SAMPLE PROGRAM

THURSDAY, JUNE 12

Arrival of participants from the United States at Berlin-

Tegel Airport

Participants will go to the hotel by taxi

06:30 p.m. "GET TOGETHER"

Meet Checkpoint Charlie Foundation Team. Welcome, short briefing and distribution of maps, per diem, public transportation tickets

and program.

FRIDAY, JUNE 13

11:30 a.m. "Ode to Joy and Freedom: The Fall of the

Berlin Wall" (54 min.)

Video Presentation and Discussion

02:00 p.m. Guided Berlin - bus tour Individual activities After 6:00 p.m.

SATURDAY, JUNE 14

Individual activities (Check out the STORY Morning

OF BERLIN:

www.story-of-berlin.de)

02:00 p.m. Meet with German teachers assigned to US

schools participating in STEP (Boat Ride)

SUNDAY, JUNE 15

All Day Individual activities

MONDAY, JUNE 16

09:00 a.m. Checkpoint Charlie Foundation

Briefing by a Representative of the Embassy

of the United States and Germany

09:30 a.m. Seminar I: "Berlin School System

by a Representative of the School Senate of

Berlin

10:30 a.m. Seminar II: "Teachers Training" **07:00 p.m.** Panel Discussion: "The Transatlantic

Partnership in Difficult Times"

8:00 p.m. Reception

TUESDAY, JUNE 17

09:00 a.m. -

12:00 noon School Visits

02:00 p.m. Discussion and Evaluation 07:30 p.m. Reception and Dinner chaired by

Hon. Klaus Böger, Berlin State Commissioner

of Education

WEDNESDAY, JUNE 18

9:00 a.m.

School Visits Noon

THURSDAY, JUNE 19

09:30 a.m. Visit to the Technical College "Johanna Just"

in Potsdam / Classroom visits

03:30 p.m. Tour of Cecilienhof Castle, Potsdam

8:00 p.m. Musical Variety Show

FRIDAY, JUNE 20

10:00 a.m. Tour of the Berlin House of Representatives

11:30 a.m. Discussion / Evaluation

12:30 p.m. Reception and Lunch hosted by the

Speaker of the House

03:30 p.m. Visit of the "Jewish Museum" Berlin (guided

tour)

INDIVIDUAL ACTIVITIES

SATURDAY, JUNE 21

Morning Individual activities

11:00 a.m. Visit of former Sachsenhausen Concentration

Camp

06:30 p.m. HASIR Turkish Restaurant

SUNDAY, JUNE 22

02:00-

05:00 p.m. Visit of Marienfelde Emergency Shelter

Memorial guided tour

05:00 p.m. Departure to Wittenberg (by bus)

MONDAY, JUNE 23

9:00 a.m. Departure for the Company "SKW

Stickstoffwerke Piesteritz GmbH")

Greetings & Presentation of the "Dual system" 09:35 a.m.

11:00 a.m. Tour of the facilities, including manufacturing

sites.

Lunch at SKW's cafeteria, hosted by SKW 12:30 p.m.

Piesteritz

02:15 p.m. Walking Tour of WERKSSIEDLUNG

PIESTERITZ

05:00 p.m. Reception hosted by the Mayor of Lutherstadt

Wittenberg

08:00 p. m. Social gathering

TUESDAY, JUNE 24

9:00 a.m. Panel Discussion: "Before and after 1989..."

11:30 a.m. Walk to Haus der Geschichte-Museum

05:30 p.m. Evaluating the EEP

08:30 p.m. Social Gathering

WEDNESDAY, JUNE 25

Tour to Halle

11:00 a.m. Guided Tour of Halle

07:30 p.m. Farewell Dinner in Wittenberg

THURSDAY, JUNE 26

04:00 a.m. Departure to Airport Berlin-Tegel by bus.

EEP PARTICIPANTS' COMMENTS

"It is essential for us to become partners in education, if we are going to be able to compete in the future world markets successfully. The EEP fully serves this purpose."
"The EEP was most helpful in broadening my global perspective."
"It was no 'fun trip', it was a great, lasting and important experience in my life."
"The program has changed my way of thinking, it has changed me. The need for intercultural cooperation and the exchange of ideas as a fundamental principle of school education were seen as the main result."
"I judge the Berlin experience to have been of significant importance and an enrichment for my career."
"It provided professional growth, gave me many new insights, I am proud to have made new friends."
"I received numerous and very special professional and personal benefits from STEP."
"I believe that your choice of guest lecturers contributed greatly to our improved understanding of the German way of life. Each speaker seemed to be an expert in his/her topic."
"The presentations were factual, supplemented for the most part with written outlines or notes. The distribution of other pertinent brochures and handouts was also very appropriate, giving us the opportunity to review and assimilate the material at our leisure."